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A 6-month program of advanced study in the theory and practice of educational administration and organization in US higher education was offered by the Center to 4 Mexican university academic administrators from September 1966 to March 1967. The program was designed to present a systems approach to college and university organization, administration and operations, with emphasis on principles that coordinate them under one authority. Other objectives included increased understanding of: long-range planning and coordination for higher education, the need for participation in academic planning and administration at and between all academic levels, the roles of administrative officers within the university and how they relate to the total program, and the importance of selective processes in faculty appointments, promotions, student selection, admissions practices, and research programs. The 4 interns audited 5 higher education courses and conferred with 52 educational administrators or faculty members on the Berkeley campus. They also met 29 administrators at 5 other UCLA campuses, and 42 others on field trips to other institutions in California. They participated in seminars, conferences, and a 3-day retreat during which they had an opportunity to exchange ideas with faculty members, administrators, and students. A list of 10 recommendations is included. (WM)

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REPORT OF

ACADEMIC ADMINISTRATIVE INTERNSHIP PROGRAM

September, 1966 - March, 1967

Leland L. Medsker, Director

Ann M. Heiss, Coordinator

CENTER FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION

University of California
Berkeley

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Following is a report of a program of study which the Center for Research and Development in Higher Education at the University of California at Berkeley arranged for four Mexican university academic administrators under the terms of a contract with the Ford Foundation.

The idea for the program originated with Dr. Frank L. Keegan of the Ford Foundation Office for Mexico and Central America who discussed his proposal informally with Dr. Leland L. Medsker, Acting Director of the Center for Research and Development at the University of California, Berkeley. Dr. Keegan later visited the Center (in July of 1966) at which time he met with Drs. Medsker and Ann Heiss and outlined his ideas. Dr. Medsker agreed to accept responsibility for the Berkeley phase of an Academic Administrative Internship Program to be planned for five Mexican college and university faculty members.

The interns were selected by Dr. Keegan on the recommendation of their chief campus officers. Due to personal reasons, one of the five selectees had to withdraw his application.

The four men selected were:

Vicente Valle Herrera, Assistant Academic Vice-President, Autonomous University of Guadalajara, Guadalajara, Mexico
Martin Espino Hernandez, Assistant to Director of Business Administration School, University of Veracruz, Jalapa, Mexico
Carlos H. Garcia Rivera, Office of Testing and Student Affairs, Technological Institute of Monterrey, Monterrey, Mexico
Rolando Valenzuela Vega, Office of Registrar, University of Sonora, Hermosillo, Sonora, Mexico

The Berkeley phase of the internship began with the opening of the Fall quarter on September 26, 1966, and terminated at the close of the Winter quarter on March 10, 1967.

Purpose of the Program

The purpose of the program was to provide the Mexican administrators with an opportunity for advanced study in the theory and practice of academic

administration and organization in higher education in the United States. To this end, the Center planned and coordinated a six-month program of course work, seminars, conferences, and observations at Berkeley, and field trips to various California institutions where the interns conferred with administrative personnel and often with faculty and students.

The second phase of the program will be offered at the University of Wisconsin at Milwaukee. This phase includes a four-month practicum in academic administration.

Program Objectives

Basically, the program at Berkeley was planned to offer:

1. A systems approach to college and university organization, administration, and operations with emphasis on the unifying principles which coordinate the parts under one ultimate authority, i.e., the Board of Regents, Trustees, or University Council.

2. An increased understanding of the importance of long-range planning and coordination for higher education to insure an effective use of resources and to prepare for future growth.

3. An increased understanding of the need for participation in academic planning and administration at all levels, between all levels, and among various levels within the academic community.

4. An increased understanding of the roles of the various administrative officers within the University and of how these roles relate to the total program.

5. An increased understanding of the importance of the selective process in faculty appointments, and promotions, student selection and admissions practices, research programs, etc.

Personnel

Dr. Medsker directed the project and Dr. Heiss planned the academic program. The latter arranged conferences, interviews, field trips, and special seminars and acted as coordinator of the internship.

Mr. Neil McCallum, a doctoral student at the University of California at Berkeley, secured housing facilities, acted as host on all field trips, advised

on Junior College contacts, and assisted the men with the personal details of their orientation and accomodation during the six-month period.

Miss Sylvia B. Andrews, a student of foreign languages with fluency in Spanish, acted as half-time secretary to the coordinator and to Mr. McCallum and assisted the interns by typing schedules, letters, reports, and translating as required.

Housing and Meals

Messrs. Valle, Valenzuela, and Garcia were housed in a University-approved boarding house for men while an apartment was secured for Mr. Espino and his family. All were housed within walking distance of the campus.

Health Services

Medical services were obtained through local physicians as required in accordance with the medical insurance plan of the Institute of International Education. Because of their non-student status, the services of Cowell Student Health Center could be used by the visitors only in case of an emergency.

Library Privileges and Reading Materials

Special library cards and library privileges were arranged for the interns. (This is another service which is automatically granted to registered students.)

The interns were provided with a vast body of reading materials collected by the Center staff or provided by the various institutions or administrators with whom they had meetings.

Bibliographies covering all fields of higher education were provided and each intern was given a book allowance for textbooks or for basic books on academic administration.

Social Activities

Several members of the Center staff entertained the visitors in their

homes and many luncheon meetings were arranged with administrators in order to set a social climate. Unfortunately, Berkeley's administrators were so deluged with problems arising from President Kerr's dismissal and with budgetary revisions, it did not seem appropriate to ask any of them to entertain the visiting interns.

On the theory that the interns were here basically to meet, interact, and to learn from American administrators, the coordinator did not contact the local Mexican-American societies in behalf of the visitors. It might be advisable to contact this society if future internships are arranged.

Through the University calendar and other media, the men were kept informed of cultural and social activities in the Bay area. They attended many of these events on their own.

Tours

Several tours were arranged to acquaint the interns with the Bay area and with the character of California. The Chamber of Commerce and the various cultural and entertainment facilities provided literature for the men, such as maps, brochures, and programs of activities. The planned tours included a one-day trip around the Bay area, a two-day visit to Yosemite, and frequent additional small tours conducted by Mr. McCallum en route to or returning from appointments on other campuses.

When feasible, University cars were used to drive the interns to local campuses or meetings. Occasionally, Mr. McCallum and Miss Heiss used their personal cars for these purposes.

General Overview of the Program

Weekly schedules of activities were planned. These are shown in the appendix.

Course Work

In the Fall quarter the men audited two courses in higher education: (1) Education 261, Higher Education in the United States, and (2) Education 268 A, The Student in Higher Education. In the Winter quarter they audited three courses: (1) Education 268 B, The Curriculum in Higher Education, (2) Education 268 C, Administration in Higher Education, and (3) Education 268 F, Financing Higher Education.

For these courses the interns were urged to do as much of the assigned readings as possible. They were also encouraged to write a paper, to work on a group project, and to present oral reports on higher education in Mexico.

Meetings with Academic Administrators

The interns had conferences, luncheon meetings, seminars, and other types of meetings with 52 administrators or faculty members on the Berkeley campus. In these sessions they learned about the role and responsibilities of the administrator and the organizational and operational aspects of his office.

In addition to the Berkeley personnel, the men met and conferred with a combined total of 29 University of California administrators at Davis, Santa Cruz, U.C.L.A., and Irvine, and with 42 administrators at Mills College, San Francisco State College, Holy Names College, St. Mary's College at Moraga, California Institute of Technology in Pasadena, Stanford University, and Chabot, Foothill, and Peralta Junior Colleges. They also visited and met with administrators in Parkmeade Primary School in Walnut Creek, John F. Kennedy High School in Fremont, and Berkeley High School. In the latter schools, they visited classes and talked with students.

Visits to Centers, Institutes, and Special Offices

The following centers, institutes, and special offices were visited by the interns. These visits included a conference with the director and a

conducted tour of the facilities.

Center for Research and Development in Higher Education, University of California at Berkeley

Counseling Center, University of California at Berkeley

Institute of Personality Assessment and Research, University of California at Berkeley

Center for Latin American Studies, University of California at Berkeley

Audio-visual Center, University of California at Berkeley

Primate Center, University of California at Davis

Computer Centers, University of California at Berkeley and St. Mary's

Registrar's Office, University of California at Berkeley and Santa Cruz, Holy Names, San Francisco State, and St. Mary's

University Extension Center, University of California at Berkeley

Radiation Laboratories and Bevatron, University of California at Berkeley

Student Health Services, Cowell Memorial Hospital, University of California at Berkeley

National, State, and Local Conferences Attended

Four national, state, and community conferences which met in San Francisco and Richmond were attended by the interns. These were:

College Entrance Examination Board Conference, San Francisco

American Association of Junior Colleges, San Francisco

California Coordinating Council for Higher Education, San Francisco

Richmond Intercultural Community Conference, Richmond, California

Additional Planned Activities

Meetings

University of California Board of Regents at Davis, California

Chabot College Board of Trustees, Hayward, California

Faculty Senate, University of California at Berkeley

Weekend Retreat

The interns and Dr. Heiss attended a University of California Student-Faculty-Administrators Retreat in October of 1966. This was a three-day program held at the Y.M.C.A. camp at La Honda, California, for approximately one hundred students, fifteen faculty members, three administrators, and a member of the University of California Board of Regents. It was sponsored by the Student-Faculty Educational Relations Board of the Associated Students of the University of California. A copy of the program is included in the appendix. The retreat proved to be a very valuable experience for the interns insofar as it gave them a firsthand opportunity to spend three days with students, faculty, and administrators and provided a model for establishing a dialogue between these three segments of the university. The visitors related very actively with the students and staff and freely exchanged ideas of mutual interest.

Evaluation

As far as we are able to determine, the interns were satisfied and pleased with their Berkeley program. We asked for their evaluation at various intervals throughout the program and at its close. No basic complaints or criticism emerged from these sessions; rather, the men used these meetings to suggest additional experiences they would like to have included in their schedules.

All indications are that the objectives of the internship program were met. The final evaluation can be tested best by those who experienced it and by the degree to which the interns can effect positive application (on their own campuses) of some of the principles learned in the program.

We were especially anxious not to hold up the University of California or the American system of education as a model that could be wholly--or even

partially-adopted by Mexico or by other countries.

During the first quarter the progress of the interns was somewhat slow due to the fact that they were reading at an advanced level in a foreign language. By the second quarter their speaking and reading facilities had increased and they entered with less reticence into discussions; however, they still tended to take active part only when directly addressed.

The American students were very impressed with the interns as individuals and with their reports on higher education in Mexico. Perhaps, a greater effort should have been made to encourage more interaction between the interns and the doctoral students in higher education. Some did occur, but it developed slowly. Because study space for students (and staff) is at a great premium in Dobson Hall, it was not possible to assign office space to the visitors. In place of this (and because we hoped to encourage discussions and interaction with doctoral students in higher education, most of whom are college administrators and/or professors), we suggested that they use the desks reserved for doctoral students in the Center study room. The men used this room only sparingly. Because their seminars were scheduled late in the afternoon (usually 4:00-7:00PM), they seemed to prefer to study in their rooms at their residences.

An attempt was made to preserve large blocks of time in their schedules for reading. Interviews, conferences, and field trips were planned for days when classes did not meet. This was possible during the first quarter but became increasingly difficult during the second quarter when the men had more frequent class hours.

In addition to their formal seminars, the men met with the coordinator every two weeks for a special seminar. At these times, speakers were invited to discuss administrative theory or practice with the group. These meetings were usually held in the Center conference room, at the home of the coordinator, or at

a faculty club luncheon. Occasionally the meetings were used as planning sessions for future phases of the program.

The interns were more relaxed in the informal seminars and grew progressively more articulate in them. They often asked basic questions relative to their own interests and to the area of the speaker's responsibility or competency.

There was a noticeable new definiteness of focus in their questions when they returned from Mexico after the Christmas vacation. We had suggested that they confer with their University Rectors on the nature of the responsibility they might face on their return to Mexico in the Fall. Three were advised by their Rectors that their work would involve all aspects of student affairs. One of these would also assume responsibility for coordination and the fourth will be responsible for general academic planning, coordination, and administration. Informed with this advice, we tried to plan experiences that would be of specific value to each man. This was only partially successful since the men seemed to want to absorb every experience they could fit into their schedules. When a specific conference or interview for one man was planned, there were requests from the others for permission to be included. The result was that almost all of their contacts were group-oriented.

The academic aspects of the program could have been enhanced and strengthened if the coordinator had firsthand knowledge of Mexican higher education or had had an opportunity to visit the Mexican institutions, meet the interns, and confer with their University Rectors in advance. Through such means, a clearer concept of the needs of the interns might have been obtained and a more realistic program of experiences planned.

If the coordinator had had the opportunity to meet the prospective interns on their campuses, to learn of their interests, background, academic

responsibilities, and other needs, an orientation program of basic readings could have been prepared and sent to the men in advance of their Berkeley schedule. This would have aided their understanding of American higher education, prepared them for the discussions which took place in seminars, and enabled them to refresh their reading ability in English in preparation for the intensive reading required in doctoral level courses.

Probably one of the most fruitful aspects of the internship experience was the opportunity which it provided for the four men to discuss and interact with each other about their mutual campus problems. During the first quarter, they held their own informal seminar on higher education in Mexico. During the second quarter, their interaction with each other was lively and enthusiastic.

Administrators at Berkeley and on other campuses visited by the interns gave very generously of their time and evinced a sincere interest in the program. Several wrote letters to the coordinator expressing their admiration for the men and for the quality of their questions. Dr. Keegan deserves commendation for selecting such a fine group.

Each administrator was supplied in advance with background materials on the Academic Administration Internship Program, on the participants, and on the institutions they represented. These materials were prepared by the Center staff and were abstracted from information supplied by Dr. Keegan, found in catalogue materials, or offered by the interns themselves after arrival.

After Christmas when the interns were more certain of their future responsibilities, each man drew up a list of specific questions relating to his interest. These were also sent with the background materials and served to expedite the purpose of the conference or meeting.

Although the men said that they enjoyed the opportunity to talk with students during mealtimes, the boarding house arrangement had one major

disadvantage. It was not always possible for them to meet the evening meal schedule. For this reason, they suggested that a room or apartment might have served their needs better.

From the point of view of the coordinators, the problem of securing appropriate housing was complicated by two factors: (1) Bécause the interns were not registered students, it was not possible to have access to the University's listings, and (2) Because the contract was approved late, most of the better housing options had been picked before we started our search.

Another problem arose when, due to a lack of communication, we lost the equivalent of one month's rent on a house secured for Mr. Valle. We had expected that he would bring his family to Berkeley. When he did not, the deposit was forfeited. The single men probably would have enjoyed living in the International House. (This was impossible to implement for this group because of the two reasons described above.)

Complimentary membership in the Faculty Club was arranged for the men but was rarely used because their meals were included in their housing costs.

When meals were served to the interns on visiting campuses and when Berkeley administrative personnel held a luncheon conference with them at the Faculty Club, the cost of these meals or of the speakers' meals was subsidized through project funds.

Center Recommendations

If a similar type of program is planned in the future, the following suggestions seem appropriate:

1. It is recommended that the program coordinator visit the participants' universities in advance of the program planning stage to meet the interns, to learn their needs, to become acquainted with Mexican institutions, to answer questions, and to clarify mutual expectations with the interns and their Rectors.

2. It is recommended that the married men arrive in Berkeley in advance of their families in order to establish suitable housing and to arrange for any special needs.

3. In order to expedite the program, interns should be registered as special students in the University. This would make them eligible to use housing and health services and to secure lecture and concert tickets, sports privileges, and other advantages of the University free or at a nominal cost. This might also enable them to identify more closely with students and to enjoy more social relationships.

4. Based on experiences gained in this initial program, it might be advisable for the Ford Foundation to develop a brochure or small handbook and include statements on the purpose of the program, policy on allowances for travel, mailing costs, books, meals, etc. This might also include those policies of the University which apply to special programs or to special students.

5. To enable the intern to become familiar with the basic ideas in higher education, a special book list should be developed for the participants. These should be sent three or four months in advance of the internship and should be written in English to provide the intern with practice in reading in that language.

6. Because the University of California does not permit administrators to receive consulting fees from outside contracts, the Ford Foundation might arrange to pay a consulting fee directly to those who cooperate in the program or to offer recognition of their services in some other way.

7. If any future internship is planned by the Mexican office, the four participants for this year might be asked to offer a preliminary briefing for the new selectees. This might include information about the United States, the cost of living, academic information, etc.

8. Although there may be an advantage in learning about higher education in more than one state, greater depth in learning might be accomplished if the interns experienced their practicum in the same state where they had studied academic administrative theory, met with the administrators, and observed in institutions of higher education.

9. If future programs are considered, planning should be initiated early in the school year so that full communication can occur before individuals leave their campuses for summer vacation.

10. Our program may have been too ambitious in terms of the number of contacts we planned for the men. If future programs are considered, it might be advisable to reduce the number of conferences, interviews, etc., in favor of increasing the length of the conference.

The Berkeley participants in this program feel personally enriched as a result of their participation. Our hope is that it will have fruitful meaning

for our four Mexican friends and for their future work in higher education.

April, 1967
Berkeley, California